

Impact Opportunities 4: How to improve skills through increased access to Education and Training?

Cash FOR CHANGE

CCTs for girls schooling in Northern Nigeria

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World Bank

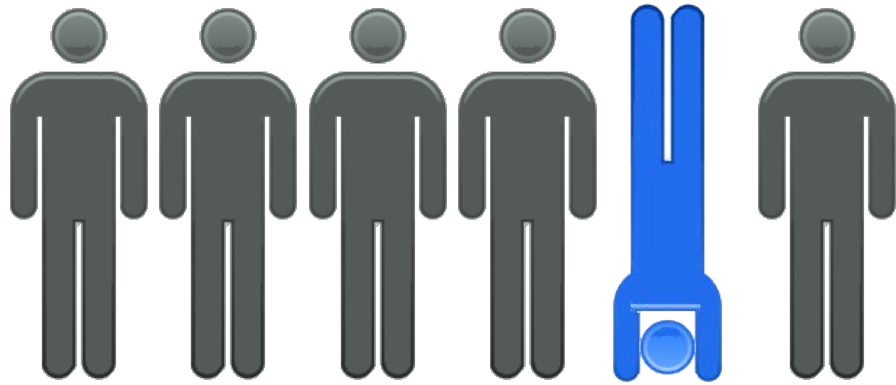
Dakar, Senegal

Wednesday, October 2, 2013

Schooling shapes

iidentity





Schooling for girls is sometimes seen as

- a dilution of the **traditional identity**
 - a threat to a 'way of life'

Can girls schooling be improved here?

- **Yes!**
- But there is a *twist* (or two)

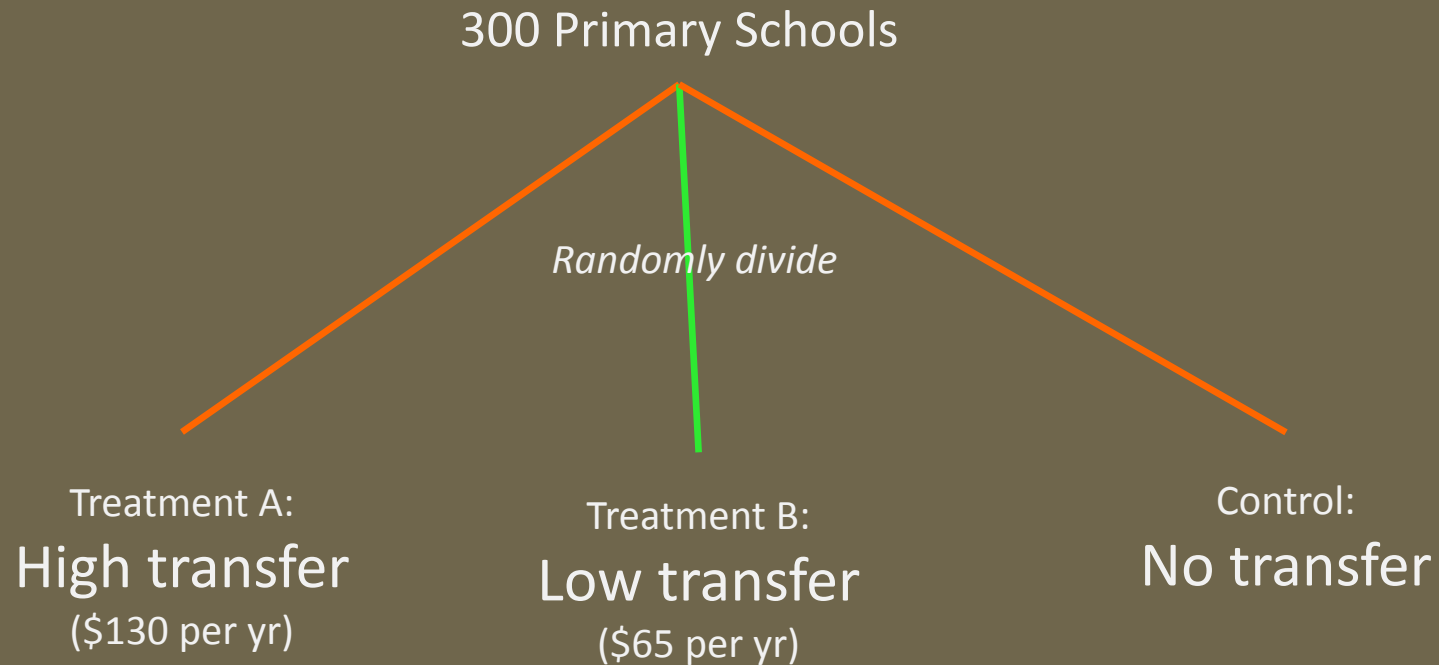
Welcome to Kano

- Girls attend secondary school - **30%**
- Avg age at marriage - **15**
- Husband has another wife - **35%**
- 7-16 yr olds with religious education - **78%**

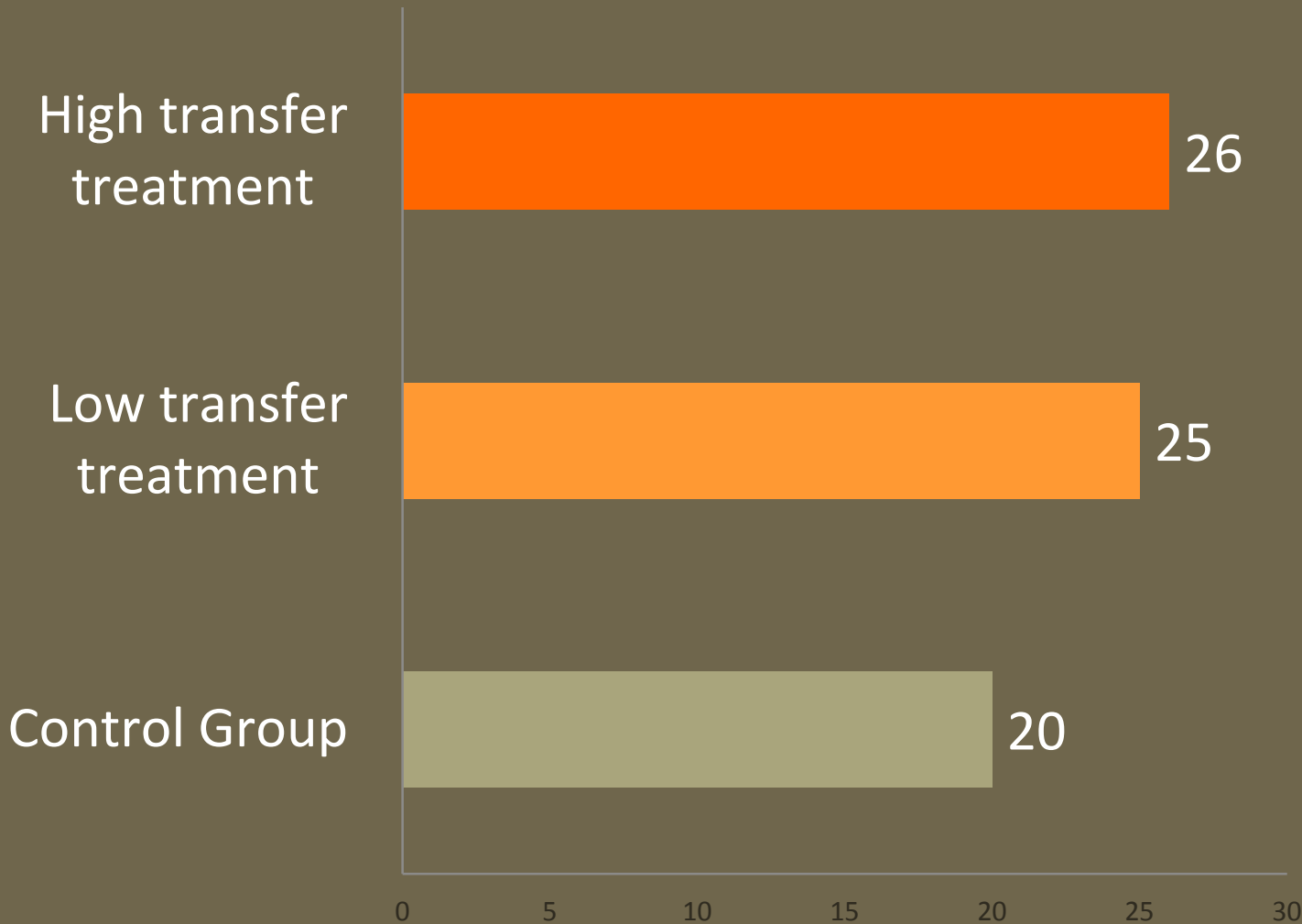
- **Aim:** improve transition of girls to secondary schools
- **Instrument:** Conditional Cash transfers (CCTs)
- 4 payments a year for enrolment & attendance

DOES THIS WORK?

Impact Evaluation of **Kano CCT** program



Transition to secondary school increases



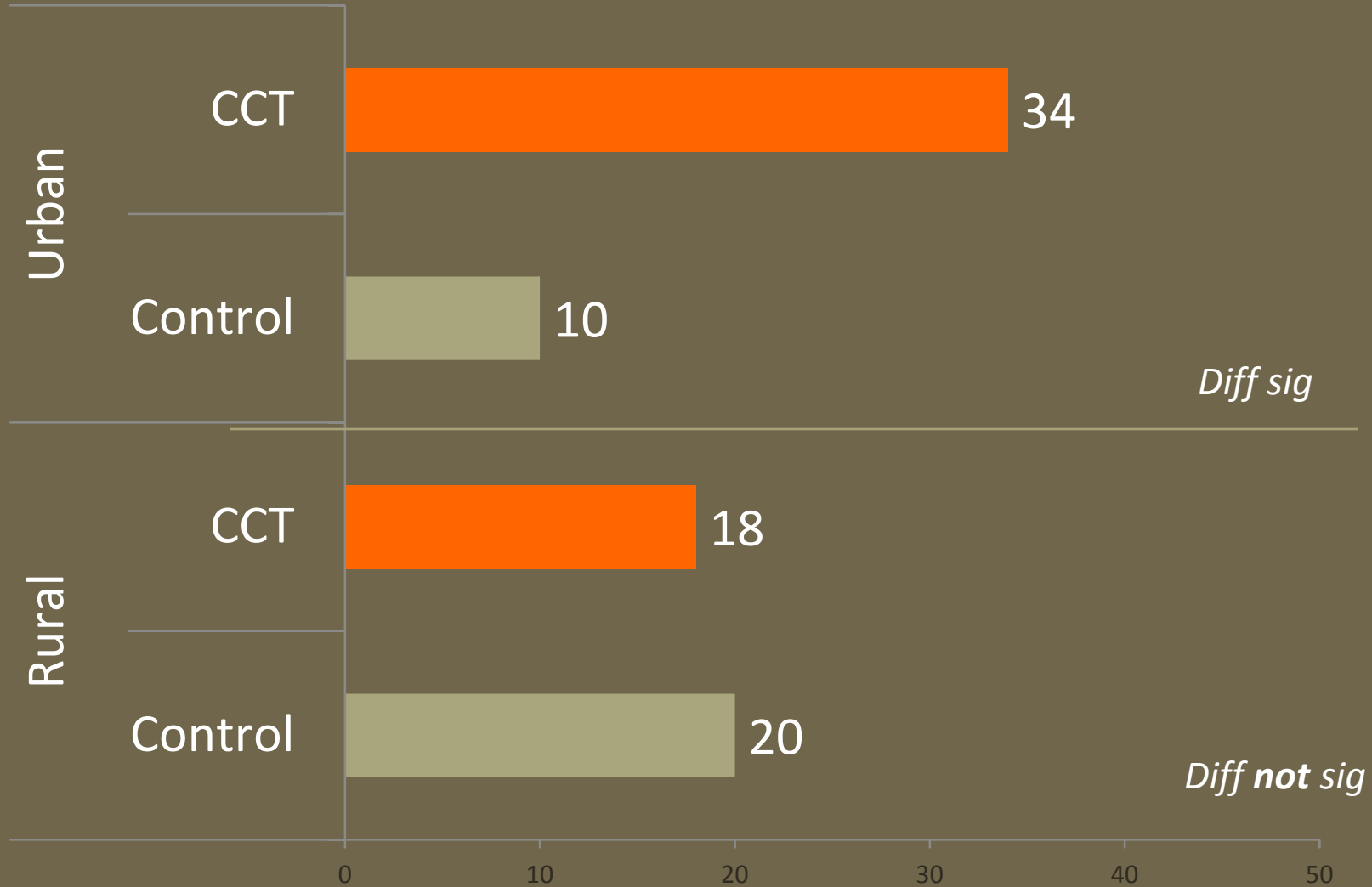
Difference between control and treatments significant



CCTs **Work!**

But they work (much) more
for some than others ...

Transition rates increase **only in Urban** areas

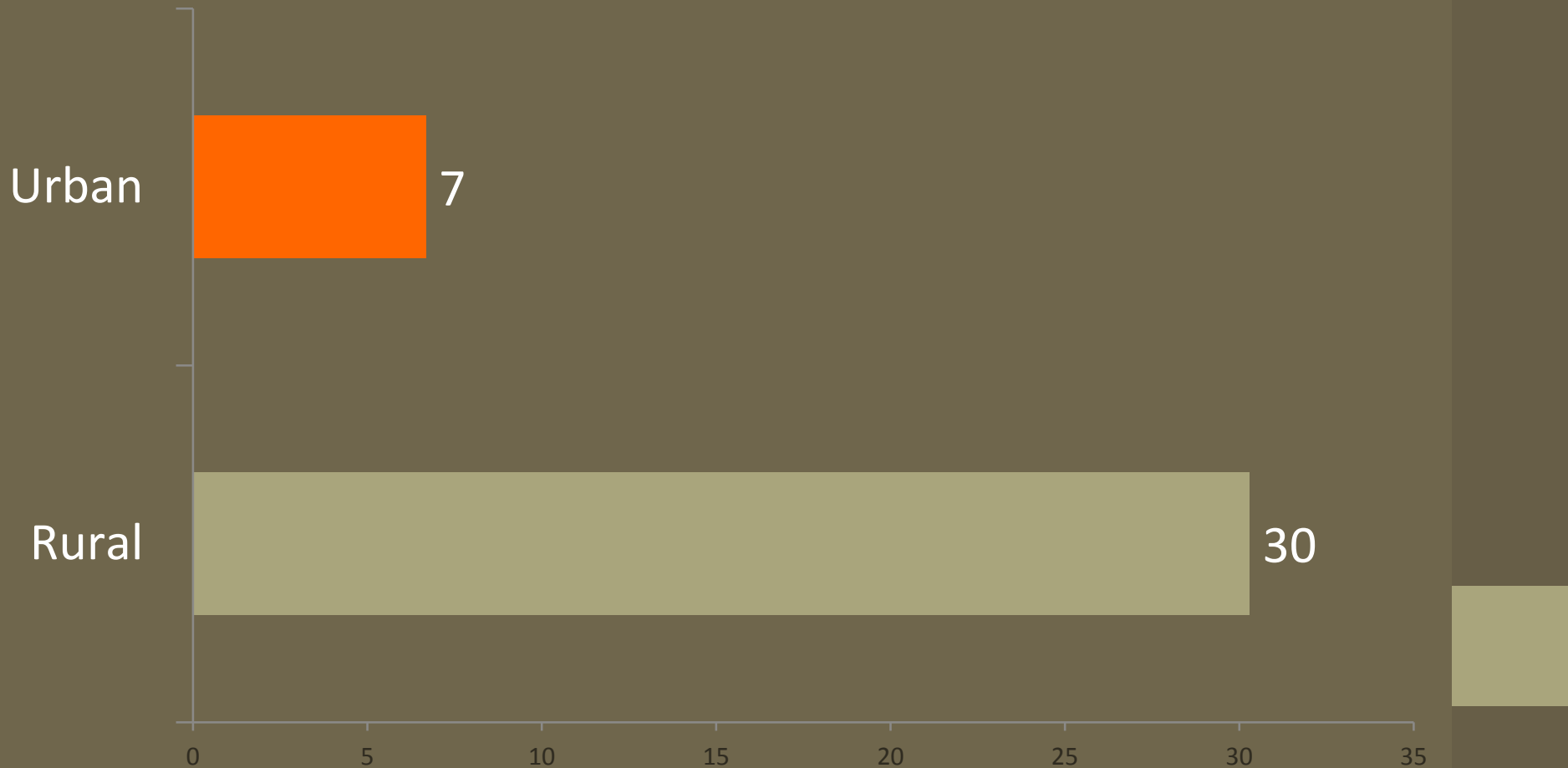


WHY?

Impacts seem to be mediated by the intensity of the 'cultural' constraint

Cultural constraint **stronger in rural** areas

Expected **age at marriage for girls** is less than 16 (% resp)



But rural households

DO respond ...

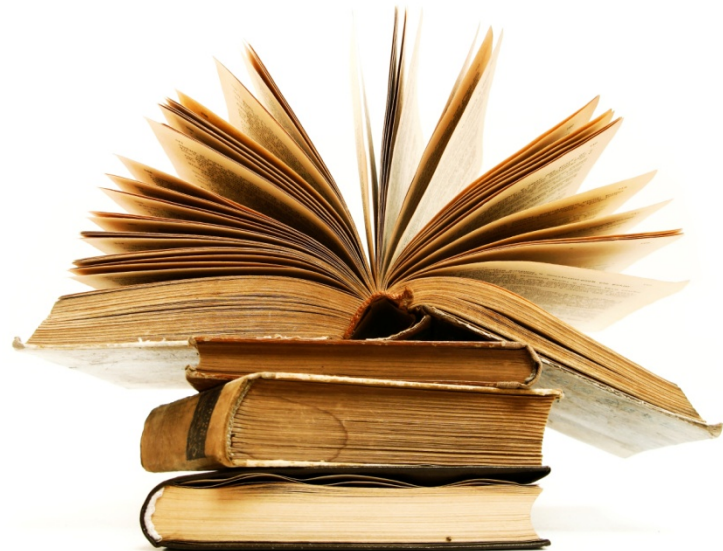
... JUST IN A DIFFERENT WAY

With CCTs ...

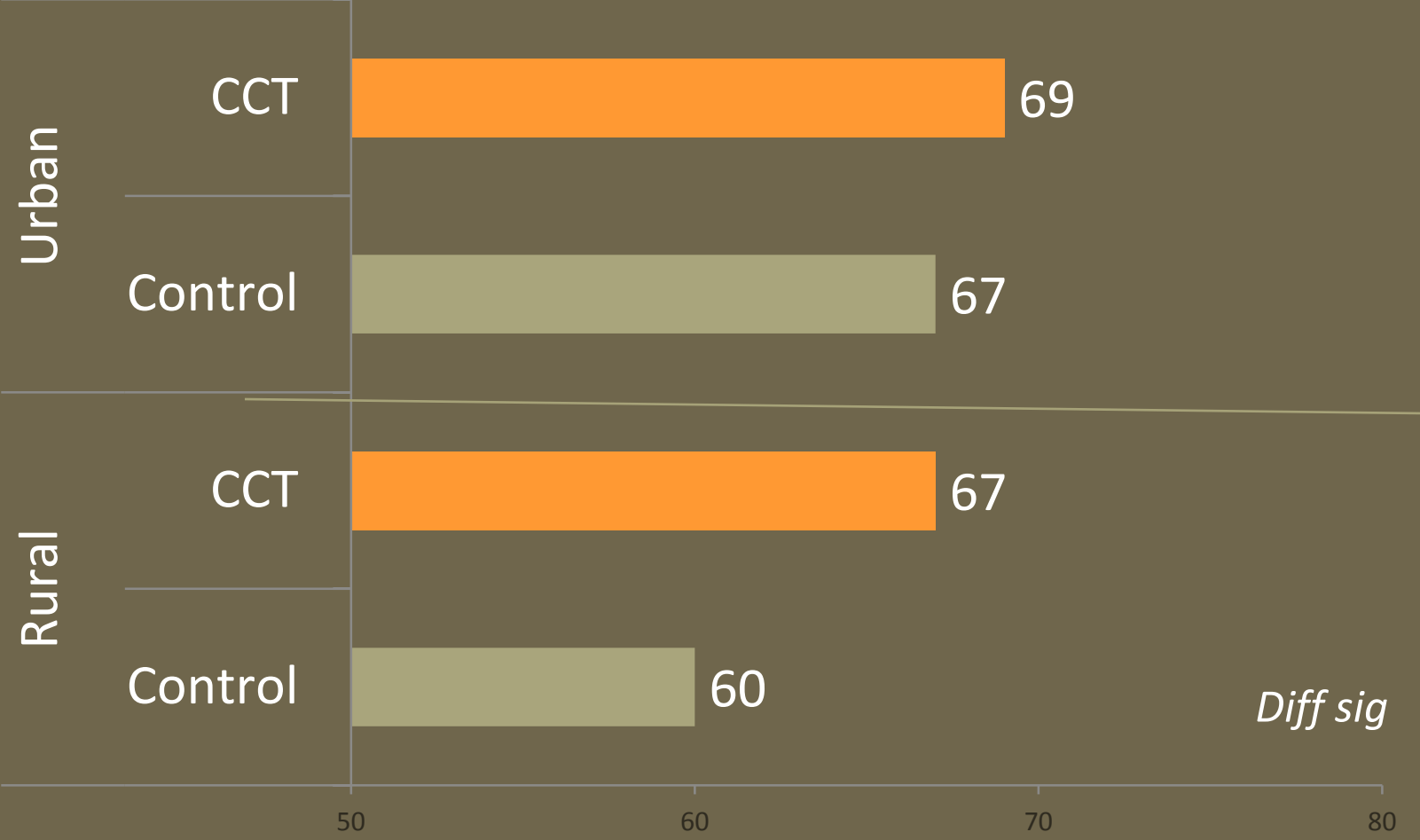
rural hhs do not respond by sending girls to higher grades

But they do respond

by sending enrolled girls **more frequently** to school



Primary school attendance rates increase in rural areas



CCTs ARE A PROMISE

& sometimes there are **uncertainties**

Kano program was **suspended then resumed** during political transition

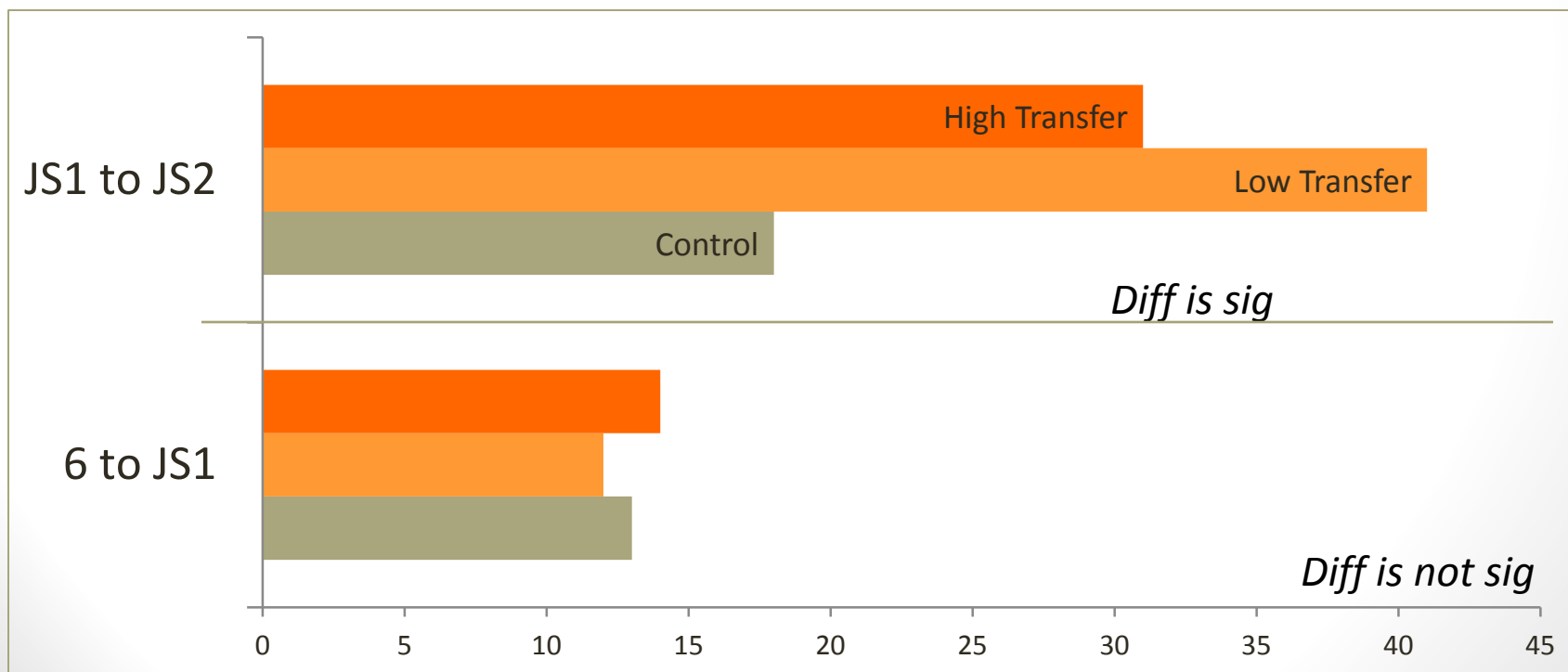
→ Program credibility declined

→ Hhs responded in an interesting way

Uncertainty -> strategic choices

- Continue the education of the girl most clearly linked to a past payment
- Revert to original equilibrium for the younger girls

Transition after payment uncertainty



In SUM

- CCTs can help **overcome cultural constraints** to female education
- The degree to which and manner in which hhs respond to CCTs is mediated by the **intensity of the cultural constraint**
- Sustained/ **predictable payments** for multiple sets of girls might be needed to induce long-term behavior change